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News and Issues—With Pros and Cons

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School Expansion Program Debated

Is Federal Aid Needed in Effort to Overcome Shortage of Classrooms?

IT IS sometimes the case, when an important public issue arises, that there are just two clear-cut viewpoints concerning it—two positions directly opposing each other. But, with respect to President Eisenhower's recent proposals on federal aid for school construction, there are several viewpoints.

Practically everyone agrees that America needs to take speedy action to provide more schools for her rapidly growing number of young people. But what kind of action? What role should the federal government play? Here is where the disagreement lies.

Many people feel that our public schools constitute purely a state and local matter, in which the federal government should not interfere. Another group contends that a sizable amount of money from Washington is needed if our communities are to build adequate schools. Within this latter group, moreover, there are conflicting viewpoints on how the federal aid should be given.

Before going into the different arguments on this many-sided problem, let's look at some of the points on which there is practically no disagreement. Columnist Walter Lippmann recently described the predicament of our public schools in these words:

"There are, it is estimated, about 700,000 pupils who are being deprived
(Concluded on page 2)



SIDEWALK CAFE in Madrid, Spain's capital. Spaniards like to relax in these cafes, drink coffee, and visit with friends.

U. S. Strengthens Ties with Spain

Controversy Exists, Though, over Amount of Economic Aid

SHOULD our government increase its aid to Spain? High officials in the southwestern European country feel that we should. They contend that Spain deserves more economic assistance from us than she is now receiving.

We have been aiding Spain since September 1953. At that time we agreed to help build up her economy and to strengthen her armed forces. In return, the government of Franco, Spain's ruler, granted us the right to use air and naval bases near a number of Spanish cities. These bases, now being put into shape under U. S.

direction, will form a vital link in western Europe's anti-communist defenses.

The armed forces of Franco are being equipped with jet planes, radar equipment, guns, and tanks by our government. Spain will receive 215 million dollars for strengthening her defenses from the time the pact was signed through next June. For the same period she will be given economic aid totaling about 170 millions.

About 55 million dollars of economic assistance is in the form of surplus farm products—wheat, eggs, and so forth. Approximately half of

the farm products are being given outright to Spain. The rest are in the form of a loan.

Spanish officials are grateful for the U. S. aid, but many of them feel that, in view of what their country is granting us, U. S. economic assistance to Spain should be increased. Certain Americans, sympathizing with the Spanish officials, put forth these views:

"We in the United States are benefiting immensely by our treaty with Spain. The bases being put into shape in Spain are, perhaps, the most valuable in Europe for our purposes. In the southwestern corner of Europe and behind the barrier of the Pyrenees Mountains, these bases are far less exposed to enemy attack than are our bases in France, Britain, and West Germany. Yet they command the western Mediterranean, and, should Russia make a sudden thrust into western Europe, these bases could be used for launching a counter-attack.

"At the same time, we are gaining a valuable ally in the struggle against communism. There is no government in western Europe more thoroughly anti-communist than that of Franco. Native Reds are no problem in Spain as they are in France and Italy. Spain's tough army of 400,000 men, once it is equipped with modern weapons, will be a real addition to western defenses.

"Other countries in western Europe have received far more assistance than Spain has in the postwar years. France, for example, has received some 11 billion dollars in U. S. aid since World War II. Yet Spain, which may turn out to be a stronger partner than France in the anti-communist line-up, has received less than 5 per cent of that sum.

"The Spanish are not making any.
(Continued on page 6)

HERE AND ABROAD - - - PEOPLE, PLACES, AND EVENTS

PAY FOR TEACHERS

Doctors average \$13,000, lawyers \$9,000, and truck drivers \$5,000 a year in income. The average for teachers this year is only \$3,600. The low scale of pay is an important reason why schools find it hard to obtain the teachers that are greatly needed.

COST OF COMIC BOOKS

Americans buy a billion comic books a year at an estimated cost of 100 million dollars. This sum, a survey by the University of California at Berkeley shows, is 4 times greater than the nation's public libraries are able to pay for good books! It is also larger than the amount spent on all textbooks in public schools.

THIS IS GOOD NEWS

CARE, the organization that distributes food and other supplies to the world's needy people, finds that 8 European countries are getting along so well now that they no longer require relief. Sending of packages will be

discontinued next month for Great Britain, France, Belgium, the Netherlands, Austria, Norway, Luxembourg, and West Germany.

IS IT GOOD-BY?

The motorcycle policeman, who has been chasing speeders on the highways for many years, may disappear in the next decade. More and more states are using radar instruments. A policeman watches the radar and then flashes a signal a mile or so up the highway to a checkpoint, where a second policeman stops the speeder.

JOHN JAY MUSEUM

The home of John Jay, first Chief Justice of the United States, is being made into a museum. Jay built the house, near Bedford Village, New York, in 1800.

"CROWDED" ANTARCTIC

About 300 ships are sailing in the Antarctic Ocean today, and this may be a record number. Included are

whaling fleets, and ships carrying American and British scientific expeditions. Although numerous, the travelers rarely encounter one another. They are spread out in an ocean 600 to 2,400 miles wide.

ISRAEL AND EGYPT

Can the United Nations keep Egypt and Israel from going to war? These two countries are bitterly accusing each other of having started new frontier fighting which broke out earlier this month. A number of troops on both sides were killed or wounded in border clashes along a small strip of Egyptian territory known as Gaza. The United Nations has been making strenuous efforts to prevent further outbursts of trouble.

DANGER FOR THE MULE

It looks as though the mule-drawn carts long used for collecting trash in Madrid, Spain's capital, will be out of business soon. The city plans to replace them with modern trucks.

School Expansion Program Debated

(Concluded from page 1)

of full-time schooling. There are not enough classrooms and not enough teachers. More than a million and a half children go to school in rented garages, churches, barracks, and other makeshift quarters.

"The number of pupils in one class that a teacher can teach effectively is generally put at a maximum of 30. Yet it is reliably estimated that there are more than this maximum number in at least half the classes in the country, and there are a large number with as many as 50 or 60 pupils."

We are building schools rapidly enough to furnish 50,000 or more new classrooms per year. Even so, the U. S. Office of Education declares, our public elementary and high schools need 370,000 more classrooms than they now have. Samuel Brownell, who heads the Office of Education, says: "The rate of construction will have to be nearly tripled if we are to keep pace with the number of young people to be educated."

While there may be some dispute over details and exact figures, practi-

cally everyone agrees on the tremendous need for a stepped-up program of school construction. In a special message on February 8, President Eisenhower called the attention of Congress to this need. Then he suggested the following as a remedy:



WIDE WORLD

SECRETARY HOBBY of the Department of Health, Education, and Welfare favors Eisenhower's school-aid plan.

First, local communities would be encouraged to sell bonds in order to obtain money for school construction. The federal government would buy some of these bonds, if the communities were unable to sell them elsewhere at reasonable interest rates. President Eisenhower wants Congress to provide 750 million dollars for this purpose during the next three years. This money would be a federal loan and would have to be repaid.

Second, the states would be encouraged to set up special agencies which would borrow money, construct school buildings, and rent these buildings to the local school districts. Uncle Sam would lend the states 150 million dollars to get this program under way.

Third, the federal government would make outright gifts of money to local school districts which can't afford such interest or rental payments as would be necessary under the first two programs. According to President Eisenhower's plan, these gifts would total not more than 200 million dollars.

Fourth, Uncle Sam would give the states 20 million dollars for planning and research in the field of education.

Over a three-year period, therefore, the federal government would make loans of 900 million dollars, plus gifts

of 220 million dollars, in an effort to overcome the present shortage of school buildings. President Eisenhower hopes that the states and the local communities would then obtain enough money elsewhere, through taxation and borrowing, to spend a total of 7 billion dollars on this program—more than six times the amount to be furnished through federal grants and loans.

People who support Mr. Eisenhower's program (including his Secretary of Health, Education, and Welfare—Mrs. Oveta Culp Hobby) argue:

"The Eisenhower proposal accomplishes the almost impossible task of reaching a proper balance between federal action on one hand, and state and local action on the other, in school construction. Everyone agrees that the schools are mainly a local responsibility. They must always be run according to the wishes of people in the communities they serve. They must not be subjected to domination from Washington.

"At the same time, we can't avoid the fact that education is to some extent a national problem. Our nation is always on the move. Families are constantly migrating from one section of America to another. Poorly educated people from areas with inferior school systems can thus become a burden upon states and communities many hundreds of miles away.

"So the federal government should give a limited amount of financial aid, especially to those districts which are least able to support good schools on their own. Nevertheless, the main burden of financing our schools should be left with the local communities or with the states. The Eisenhower program would aim to meet both of these requirements.

"This program, we must remember, would be only a part of Uncle Sam's total contributions to the cause of education in America. The federal government already spends several hundred million dollars each year on special projects involving the schools. This year, for instance, it is spending more than 200 million on school aid in towns whose populations have increased tremendously because of defense enterprises located nearby.

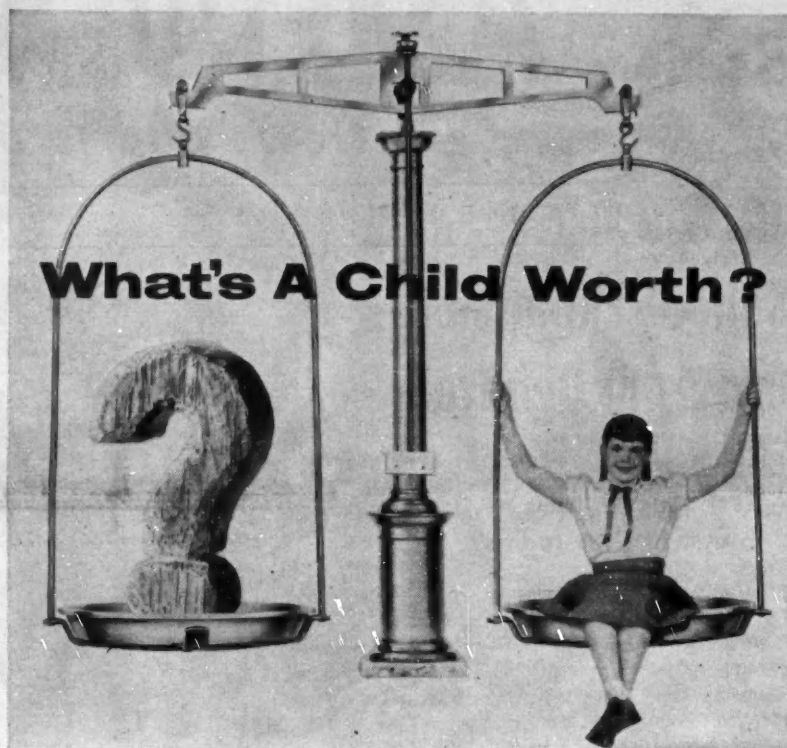
"The Eisenhower administration proposes a sensible and moderate increase in the amount that our federal government is to spend on education."

Many lawmakers and other individuals think the administration's pro-



HARRIS & EWING

SENATOR Lister Hill, Alabama Democrat, is critical of the Eisenhower program for federal aid to schools



ADVERTISING COUNCIL

"WHAT'S A CHILD WORTH?" The quality of education received by young people today will determine in large measure whether they develop into well-adjusted individuals and effective citizens. It is generally agreed that the nation is failing to provide our youth with enough good schools and teachers.

posals don't go far enough. They argue as follows:

"We thoroughly agree with the administration spokesmen who state that the federal government should play a sizable role in financing America's schools. But we don't think the federal role outlined in Mr. Eisenhower's plan is generous enough.

"The Chief Executive recently recommended a new highway construction program under which the United States government would spend an average of more than 3 billion dollars a year for 10 years or a total sum of 30 billion dollars. To help overcome our desperate shortage of schools, on the other hand, he suggests a federal outlay of slightly over 1 billion dollars during a three-year period—mostly in the form of loans.

"Democratic Senator Matthew Neely of West Virginia says: 'It would be as impossible to solve the nation's present educational problems in the manner recommended by the President as . . . to extinguish a city-wide conflagration with a squirt gun.'

"What we need is a program of outright federal grants—not loans—to state or local governments for school construction and improvement. A billion dollars annually for the next six years wouldn't be too much federal money for this purpose.

"The Eisenhower loan program is complicated and confusing. Debt restrictions in various state constitutions would prevent quite a few states and communities from taking advantage of this program at all.

"Everyone agrees that the schools should remain under local and state control, regardless of where their money is obtained. But school systems that received U. S. loans under the Eisenhower plan would be in far greater danger of federal domination than if they were given outright gifts of money from the U. S. treasury."

Quite a few lawmakers who hold the foregoing viewpoint have introduced aid-to-education bills of their own in Congress. One of these men is Democratic Senator Lister Hill of Alabama, head of the Senate committee that has been studying the school aid problem. He wants the U. S. government to set

aside for school purposes—except during times of national emergency—all money earned from offshore oil deposits which lie beyond the states' seaward boundaries and are therefore in federal hands.

Meanwhile, there are a great many people who thoroughly oppose any use of federal money for our public schools. Their viewpoint is as follows:

"Everybody agrees that our schools should be kept under state and local control, and responsive to local needs and conditions. Any sizable degree of federal financial aid would bring the danger of federal domination. Therefore we oppose the Eisenhower plan, or other programs which would bring Uncle Sam into the school construction field.

"The federal government is already spending too much money and exerting too much influence over our lives. It should be cutting down on its activities—not expanding them. If the U. S. government would trim its spending, then our state and local outlays for schools and other purposes could be expanded—without any increase in the taxpayer's total burden.

"As a matter of fact, Uncle Sam even now is too active in the school field. This year, for example, the U. S. government is distributing about 31 million dollars to promote vocational training in the public schools. This is a federal outlay which ought to be reduced or eliminated. State and local communities should raise their own school funds and support their own educational programs as they see fit, without interference from Washington."

The reply to this argument is as follows:

"The federal government collects more from the people in taxes than do the states, and should spend a fair share of this money for educating the nation's youth. If Congress gives states and cities money for building schools, without attaching any strings to it, local governments will continue to have full control over public education."

These are among the principal arguments in the debate over federal school aid.

Readers Say—

EARLY this year, we asked our readers to tell us their opinions on whether the U. S. voting age should be lowered to 18. In response, letters have arrived by the hundreds from all over the nation. Roughly 70 per cent *favor* admitting 18-year-olds to the polls, and about 30 per cent *oppose* it.

A few of the letter writers say they haven't made up their minds. Others feel that teen-agers should be given the ballot under certain special conditions.

Says a girl in Knoxville, Tennessee: "Perhaps some system could be worked out whereby 18-year-olds could vote if they had completed high school." A student in Oregon and another in Ohio suggest that anyone—regardless of age—be allowed to vote if he can pass a fair examination on current problems. A Wisconsin girl thinks the voting age should be cut to 19 rather than 18.

Because of space limitations, we cannot directly quote from all the excellent letters we have received. Here is a summary of the arguments pre-



sented by our readers who favor teenage voting:

"If a person is old enough to serve in the armed forces, he is old enough to vote.

"Schools are giving more and more attention to the study of current problems. Many 18-year-olds, therefore, are better informed than the average older citizen.

"Why spend large sums of money teaching our high school pupils about citizenship and then make them wait three or four years after graduation before entering the polls?"

The other side sums up its case as follows: "Most 18-year-olds have not yet acquired enough practical experience to become competent voters. It takes longer to develop political maturity than to attain the qualities needed by a soldier. Many teen-agers, if allowed to vote, would merely follow the political ideas of their parents."

A reader in Philadelphia commented: "Aren't we having enough trouble with teen-agers as it is? Lower the voting age and you might as well sign the country over to them."

Quite a number of young people know that they can *already* take part in political affairs, even though not allowed to cast ballots. Students in Oregon City, Oregon, have prepared forceful written statements about the voting age, and have presented these to a special committee of the Oregon legislature. Young people in Huntington, West Virginia, have written to their congressman about the question of teen-age balloting.

We wish to thank all our readers who wrote to us on this subject.



"CINERAMA HOLIDAY" stars John and Betty Marsh of Kansas City. This scene shows the couple in Paris. The movie is the second to use cinerama cameras.

Radio-TV-Movies

THE second film produced by Cinerama—that spectacular new form of motion-picture entertainment—is now being shown in New York and several other cities. Viewers are finding “Cinerama Holiday” breath-takingly realistic. With its three-eyed camera, seven-voiced sound system, and huge curved screen, Cinerama gives audiences the feeling of participating in the pictured activities.

"Cinerama Holiday" portrays two young married couples on vacation trips. John and Betty Marsh, Americans, visit Switzerland and France. Fred and Beatrice Zoller, a Swiss couple, tour the United States.

The Marshes bobbed at St. Moritz and see the sights of Paris. The Zellers' travels carry them from an Apache reservation in Arizona to a country fair in New England. Finally the two couples meet in New York and share a flight in a Navy jet plane. The audience feels that it is with the trav-

elers every minute of their journeys.

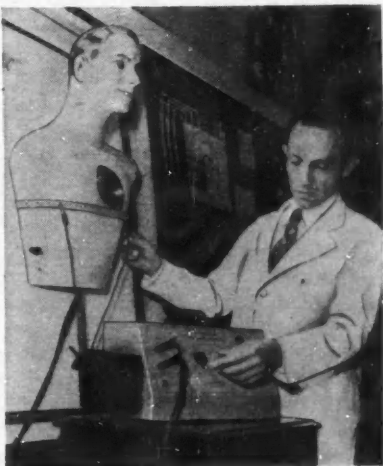
How can people who differ in color and religion and social backgrounds learn to live together in peaceful co-operation?

On Sunday—March 20—the television program, "The Search," will show how Baltimore, Maryland, and Fisk University of Nashville, Tennessee, are working together to find new answers to this vital question. CBS stations will present the program from 4:30 to 5 p.m. (EST).

More radio sets are now found in automobiles than in all the living rooms of American homes, according to a recent survey. John Karol, CBS radio executive, announced these findings: 26 million radios in autos, 25 million in living rooms, 21 million in bedrooms, and 16 million in kitchens. Lesser numbers were found elsewhere.

Science in the News

SCIENTISTS are trying to find out more about a tiny primitive creature recently discovered at the bottom of Long Island Sound, New York. The animal is so different from any known



HEART STARTER. Dr. Paul Zoll of Boston uses a dummy to demonstrate an electric stimulator which can restart a heart that has stopped under certain circumstances. The machine carries on until a heart has resumed normal beating. The life-saving device restarted the heart of one patient 9 times. It should prove to be of great value.

species that it has been given a special classification.

Nine of the little creatures have been found so far. Scientists think they may be ancestors of such shellfish as lobsters, crabs, and shrimps. They are each less than a tenth of an inch long and thin enough to swim through the eye of a needle. Their eyeless heads resemble tiny horseshoe crabs. There are 18 parts to each one's body.

The experts expect to learn much about the history of crustaceans—hard-shelled creatures—from their new find. Until now, little has been learned of their past.

Next year an expedition will try to cross the entire Antarctic continent. While many trips have been made into the interior along the rim of the huge ice-covered land, this will be the first time an expedition has attempted to travel from one side of it to the other.

A British scientist is planning the expedition which, if successful, must cover between 2,000 and 2,500 miles. The explorers plan to visit the South Pole, and also to cross a great deal of territory that has never before been seen by man.

Your Vocabulary

In each sentence below, match the italicized word with the following word or phrase whose meaning is most nearly the same. Correct answers are on page 8, column 4.

1. Vigorous political contests *impend* (im-pënd'). (a) are serious at this time (b) are near (c) are part of democracy (d) are certain.
2. At the hearing, he *repudiated* (rē-pew'dē-ate-ed) the communists (a) disowned (b) severely attacked (c) praised (d) ignored.
3. One *interim* (in'ter-im) appointment is to be made in this district. (a) temporary (b) permanent (c) government (d) judicial.
4. Elections are held *biennially* (by-en'ē-ūh-lē). (a) annually (b) every four years (c) quarterly (d) every two years.
5. For many years we had *amicable* (ām'ī-kū-bl) relations with China. (a) peaceable (b) unfriendly (c) unfortunate (d) warlike.
6. The senator refrained from making *recriminations* (rē-krim'in-ā'shūns) in his speech. (a) prophecies (b) political remarks (c) accusations (d) witty statements.
7. Japan has a number of *potential* (pō-ten'shawl) markets. (a) possible (b) rich (c) industrial (d) farm.
8. The candidate was *cognizant* (kōg'ni-zānt) of his opponent's popularity with the voters. (a) aware (b) afraid (c) suspicious (d) unaware.

CURRENT AFFAIRS PUZZLE

Fill in numbered vertical rows according to descriptions given below. When all are correctly finished, heavy rectangle will spell the name of an important European waterway.

1. Capital of Maine.
2. Important Spanish product.
3. Secretary of the Department of Health, Education, and Welfare.
4. These mountains separate Spain and France.
5. Spain's capital.
6. Spain's ruling political group is the _____.
7. Japanese leader who is expected to be solidly supported for premier by the newly elected lower house of the Diet (parliament).
8. Big Spanish naval base to be used by our naval forces.
9. Spain's ruler.

[illegible]**Last Week**

HORIZONTAL: North Africa. VERTICAL: 1. Tunisia; 2. Moslem; 3. Algeria; 4. Britain; 5. Sahara; 6. Sultan; 7. Hartford; 8. Morocco; 9. Nautilus; 10. cancer; 11. Nevada.

The Story of the Week

World Traveler

Margaret Chase Smith, the only woman senator of the United States, is a lawmaker who likes to find out for herself what is going on in other parts of the world. Recently she has been on the island of Formosa and in other parts of Asia. Earlier she made a trip to Europe and Russia. In the Soviet Union, she had interviews with high Russian officials.

Mrs. Smith was born in Maine in 1897. She began teaching school in 1916, but later she went into business.

After her marriage to Clyde H. Smith in 1930, Mrs. Smith became interested in politics. When her husband was elected to the House of Representatives in 1936, she went to Washington with him as his secretary. She took care of his mail and looked up information for him. She often spent 15 hours a day in the office.

When her husband died, the people of Maine chose Mrs. Smith to finish her husband's term in the House. In



HARRIS & EWING

SENATOR Margaret Chase Smith

1940, she was elected to another term—on her own. She came to the Senate in 1949 and won a new six-year term last year. She is a Republican.

The lady senator is still a hard worker. She begins her day at 8 in the morning and often doesn't leave the Capitol until 9 or 10 in the evening.

Franco and Juan Carlos

General Francisco Franco, firm-handed chief of Spain, is a career soldier. A member of an upper-class military family, he graduated from his country's military academy in 1910. He rose rapidly in rank and 16 years later he was a brigadier general. He commanded troops in Spanish North Africa, headed Spain's military academy for a time, and then became army chief of staff—top officer of his country's army—in 1935.

Only a year later a revolt broke out in Spain, with Franco leading the rebels, who contended that the communists were taking over the government. Franco's side won out after a bitter war which lasted three years and left a million people dead. He then set up a government with himself as "Caudillo," or leader, and permitted only one political group—the Falangists—to exist in Spain.

Now 61 years old, Franco often talks about plans to restore the Spanish monarchy, which was overthrown in the early 1930's. He favors Prince

Juan Carlos, 17-year-old grandson of the late King Alfonso XIII, as Spanish monarch.

But Juan Carlos will have to meet certain requirements laid down by Franco if he is ever to ascend the vacant Spanish throne. A monarch, to qualify for that high office, must be a forceful king who knows how to govern his people, the Caudillo maintains.

Washington Mosque

One of the popular tourist attractions in the nation's capital is a beautiful mosque—a place of worship for persons of the Moslem faith.

Eleven Moslem countries of the Middle East and Asia have shared in the expense of building the mosque. It was designed by architects of Egypt, and Egyptian artists made decorations for the walls inside. Iran sent carpets. Turkey furnished tiles, and Afghanistan and Pakistan provided the draperies. Other nations have also made contributions.

A wing of the mosque is being used for a school to help Washington Moslems learn more about their religion and its teachings. The structure also includes a museum with displays of Moslem culture, a courtyard with a sparkling fountain, and a place where Moslems hold their religious services.

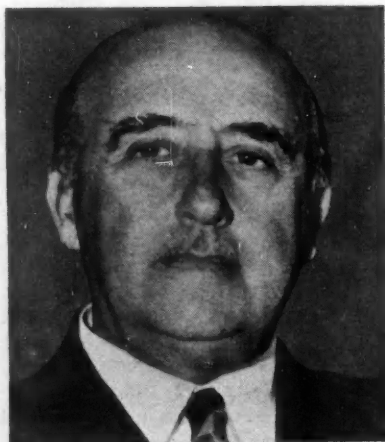
Like all mosques, the Washington temple is built so that it faces Mecca, the Arabian city that is holy to all Moslems. The place of worship has no seats. The people sit and kneel on prayer rugs, just as they do in their own countries.

People in the News

Val Peterson, civil defense chief, says that we must make plans to evacuate all cities which are likely targets for enemy hydrogen or atomic bombs. Mr. Peterson and other civil defense leaders plan to stage a nation-wide air raid exercise next June 15 and 16. At that time, trial evacuations will be held in a number of the 50 cities which are to take part in the civil defense tests.

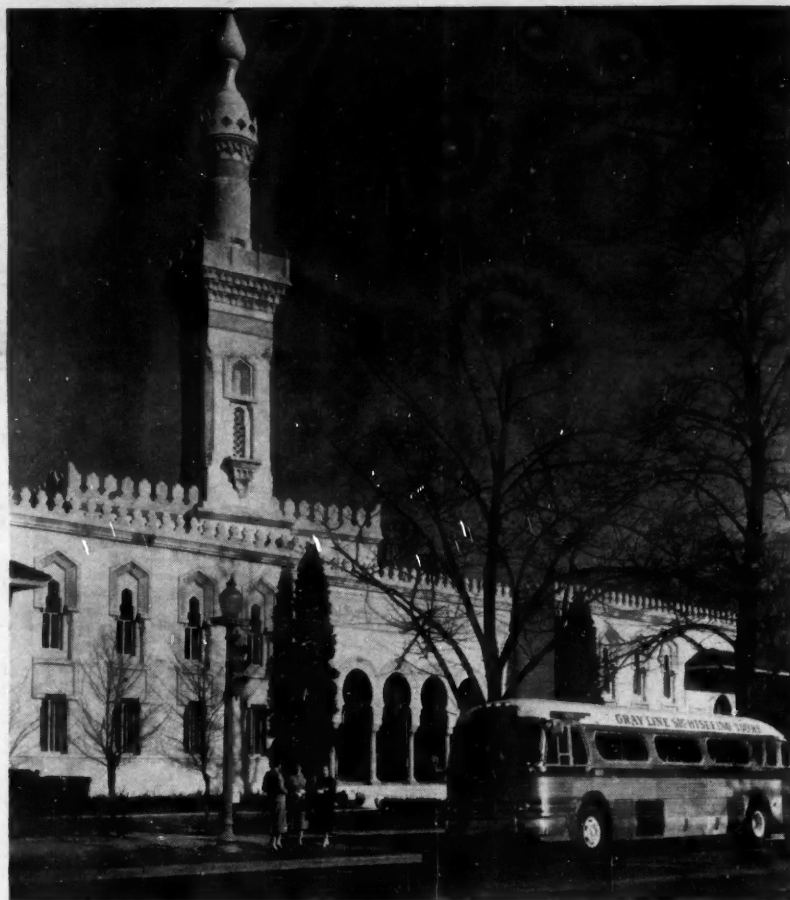
William O. Douglas, associate U. S. Supreme Court justice, plans to take an auto trip across the Soviet Union this summer. He will be accompanied by Robert Kennedy, counsel of a Senate committee and brother of Massachusetts Senator John Kennedy. Russia has promised to give Douglas and Kennedy permission to tour a large part of its vast territory.

Dr. Bruno Pontecorvo, an Italian sci-



UNITED PRESS

FRANCISCO FRANCO, Spanish ruler



COURTESY GRAY LINE, WASHINGTON, D. C.

THIS MOSQUE, a church for members of the Moslem faith, is one of the popular tourist attractions in the nation's capital. Thousands of high school students will be visiting Washington at Easter time, and many of them will be taken on sight-seeing tours of the city in buses such as the one shown in the photo.

entist who once worked on top-secret British atomic projects, is now behind the Iron Curtain. For some time after he mysteriously disappeared from Britain in 1950, his whereabouts was unknown. Recently, word came from Moscow that Dr. Pontecorvo is doing atomic research for the Soviet Union.

Vice President Nixon, who recently visited some of our Latin American neighbors, says he will ask President Eisenhower to increase U. S. contributions to the building of the Pan American Highway. This highway, begun in 1933, extends from the U. S.-Mexican border through the South American continent. Large sections of the road in some Central American lands, however, are little more than muddy trails through jungles and swamps.

SEATO Plans

A number of committees, representing the eight Southeast Asia Treaty Organization (SEATO) countries, are working out the details of agreements reached by member nations late last month. The special groups are meeting in Bangkok, Thailand, headquarters of SEATO.

One committee is working on plans for getting the military forces of SEATO members into action speedily if an attack comes in Southeast Asia. Another body is studying measures to help improve living conditions in the area. A third group is seeking ways to fight subversion from within Asian lands covered by the pact.

In our February story on SEATO, the total area of Asian lands covered by the defense pact was listed as about 916,000,000 square miles instead of 916,000. We regret the error.

What Do You Think?

The administration's military manpower plans include (1) the extension of existing draft laws under which men 18½ to 26 are called into military service for two years, with an extra six years of reserve duty; and (2) a plan for selecting each year 100,000 youths, 17 and 18 years old, to train for a six-month period and then having them serve in the reserves for 9½ years.

The draft law, which is due to expire next June 30, has already been approved by the House for another four years. A Senate group was studying it last week. The proposal for setting up a special training program for youths 17 and 18 years of age is now being discussed by a House committee.

According to a top defense official, reservists would be required to attend a training camp in the summer for a period of two weeks each year. Hence, the total length of actual military service, including reserve duty, for young men eligible for the special training program would not be more than 11 months.

Draftees, on the other hand, are required to serve two years in the regular armed forces plus up to 12 weeks of reserve duty (2 weeks annually for a 6-year period). This adds up to a total of 2¼ years of service for drafted men.

A number of Americans feel that it is unfair to have unequal terms of duty for these different groups of youths. Since only 100,000 youths 17 and 18 years old would be selected each year for the six-month training course, a great many others in these age groups would be turned down and would later be drafted. As draftees,

they would be in the armed forces for two years and then would still have to serve six more years in the reserves.

It is true that drafted men receive at least \$78 a month for their military service whereas those serving the shorter period would be paid only \$30 a month. But critics argue that the financial factor is not important as compared to the time involved.

What is your view on this issue? Do you believe all young men should be required to serve the same length of time? Or do you feel it is all right to have different programs for different groups of youths? Write and tell us your views.

Leaders Earn More

Here is the pay boost which members of Congress recently voted for themselves and for some other top public officials:

Members of Congress: Raised from \$12,500 to \$22,500 a year. Old tax-free allowance of \$2,500 a year for personal expenses eliminated.

Vice President and Speaker of the House of Representatives: Increased from \$30,000 to \$35,000 annually. No change in additional tax-free \$10,000-a-year expense account.

U. S. Chief Justice: Boosted from \$25,500 to \$35,500.

Associate U. S. Supreme Court Justices: Raised from \$25,000 to \$35,000.

It is estimated that Uncle Sam's bill for salaries will be increased by more than 7 million dollars a year as a result of the pay boost.

Test Yourself

Who are the Camp Fire Girls? They are a group of girls, 7 to 18 years of age, who work for honors in seven fields. These include homemaking, outdoor activities, citizenship, and sports. The Camp Fire Girls are celebrating their 45th birthday this week. Birthday celebrations will emphasize citizenship and an understanding of our guarantees of freedom. Founded March 17, 1910, the Camp Fire Girls now have over 390,000 members.

How did Formosa get its name? It



LONG LOOK at the atom. Army photographers use this giant camera, with a 100-inch lens, for photographing explosions at the government's atomic testing grounds in Nevada. Light from a recent blast was seen for a distance of 400 miles.

was called Ilha Formosa, or beautiful island, by Portuguese traders who visited Far Eastern ports in the late 1500's. Formerly, the island was known as Taiwan, which means terraced bay. Chinese Nationalists on the island, and many other people in the Far East, still refer to it as Taiwan.

Japan Looks Ahead

Japan's Premier Ichiro Hatoyama is now lining up support from his country's legislators for his policies. Among other things, he wants to (1) make trade deals with Red China and Russia; (2) bring about economic reforms at home to fight unemployment and bolster living standards; and (3) build up Japan's home defense forces.

In elections held about two weeks ago, Hatoyama's conservative Democrats won the largest single bloc of seats in the House of Representatives, powerful lower house of Japan's Diet (parliament). The Diet, which chooses the premier in Japan, is expected to name Hatoyama to that post within a few days. A majority of legislators have already pledged to sup-

port him for the office of premier.

Hatoyama became temporary or "caretaker" premier last December after former Premier Shigeru Yoshida was forced out of office. A veteran of Japanese politics, 72-year-old Hatoyama first won a seat in his country's Diet 40 years ago.

Though he advocates closer ties with Red China and Moscow, the Japanese premier is regarded as a good friend of the U. S., and he is expected to continue cooperating closely with us and our allies on defense matters. Nevertheless, Hatoyama says he will act more independently of Uncle Sam in conducting Japan's foreign policies than his predecessor did.

Coffee Brews Trouble

If you have gone shopping in a grocery store within the past few weeks, you have probably noticed that coffee prices are quite a bit lower now than they were some months ago. To the nation's coffee-drinkers, the price drop is good news. To Brazilians it means trouble, because they depend heavily on coffee earnings for a livelihood.

In addition to falling coffee prices, the big Latin American country is losing some of its customers to competitors. Though Brazil is still the world's number one coffee grower, more and more of this product is being produced in other Latin American lands, Africa, and Middle Eastern countries. In fact, Brazil's coffee exports for last month amounted to only about 500,000 pounds—half the usual February sales.

Newsman Edward Tomlinson says that shrinking earnings from coffee, together with other domestic problems, might lead to serious trouble in Brazil this year. He points out that the land's communists are already going all out to use Brazil's economic problems to further their aims. The Reds, according to Mr. Tomlinson, hope they can stir up enough discontent to win the presidential elections scheduled in Brazil for next October.

Next Week's Articles

Unless unforeseen developments arise, next week's major articles will deal with (1) statehood for Hawaii and Alaska; (2) the Middle East.

SPORTS

How much do you know about big-league baseball? Test your knowledge with this quiz. (Answers are at the bottom of the column).

(1) What pitcher now active has won the most games during his big-league career?

(2) Name the three active players who have made more than 2,000 hits during their time in the big leagues.

(3) Among the players active through last season, which ones have hit more than 300 home runs in major-league play?

★

The college basketball champions of 1955 will be crowned this week. On March 18 and 19, the National Collegiate Athletic Association (NCAA) will hold its final play-off in Kansas City, Missouri. Four teams—each the winner of a regional tournament—will take part. Last year's NCAA champion was LaSalle College of Philadelphia.

According to two news-service polls of sportswriters and radio broadcasters the outstanding player of the 1955 season has been Tom Gola of La Salle.



DICK HEMRIC, basketball champ

Winding up his college career, the 6-foot 7-inch Gola is again being chosen for All-American honors.

Another player who has been a standout in college ranks is Dick Hemric of Wake Forest College in North Carolina. A short time ago, Hemric set a new career scoring record for major colleges. With several games still to be played, he bettered the old record of 2,538 points held by Frank Selvy, formerly of Furman University and now a pro star with the Milwaukee Hawks.

★

This week Tenley Albright of Newton, Massachusetts, and Hayes Alan Jenkins of Colorado Springs, Colorado, will go after further honors in figure skating. Fresh from their triumphs in the world championship tournament in Vienna last month, the two will take part in the North American figure-skating competition in Regina, Saskatchewan, Canada.

ANSWERS TO BASEBALL QUIZ: (1) Bob Feller of the Cleveland Indians, 262. (2) Stan Musial of the St. Louis Cardinals, 2,418; Enos Slaughter of the New York Yankees, 2,095; Mickey Vernon of the Washington Senators, 2,018. (3) Ted Williams of the Boston Red Sox, 366; Ralph Kiner of Cleveland, 351.

THE LIGHTER SIDE

A man was passing a busy intersection when a large St. Bernard dog ran by, knocked him down, and broke his glasses. A moment later a small foreign car skidded around the corner and also hit him. A bystander helped him to his feet and asked if the dog had hurt him.

"Well," he answered, "the dog didn't hurt me so much but that tin can tied to his tail nearly killed me."



LEPPER IN SATURDAY EVENING POST

"Ha, ha! Gave me quite a start. For a moment I thought your brother had come to visit us."

Sign outside a London bakery: We make pies and cakes for the Queen.

A rival shop across the street put out a larger sign reading: God save the Queen!

★

First Lizard: What happened to your friend the chameleon?

Second Lizard: He swiped a ride on a Scotchman's kilt and went crazy trying to blend with the colors.

★

A battered old jalopy chugged up to a toll bridge and stopped. "That will be 25¢," the gatekeeper said.

"Sold!" said the driver, jumping out.

★

Mess Sergeant: Let me tell you something, wise guy. I was cooking beef stew before you were born.

Soldier: O.K. O.K. But why serve it now?

★

Defendant: Whatever the outcome of this trial, I am sure that this experience will make me a much better man than I was before.

Judge: In what way?

Defendant: I shall strive to live up to what my attorney said about me.



WASH DAY in a small Spanish town. In rural Spain, where indoor water facilities generally are lacking, community street laundries such as these are used.



MADRID. This is Puerta del Sol, an important square in the capital city. With a population of about 1,800,000, Madrid is Spain's largest metropolis.

Spain Aims to Modernize Its Farms and Industries

(Continued from page 1)

unreasonable requests. One official in that country has estimated Spain's minimum needs for economic aid at 85 million dollars a year for the next three years. This is certainly not a big sum as compared to what we have spent elsewhere. A small increase in economic aid to Spain would strengthen her economy and make her a more solid ally. It could well turn out to be the best defense investment that the United States has ever made."

Other Americans feel that the aid we are now giving Spain is sufficient. They oppose any increase, and argue: "It is true that the airfields and naval bases in Spain figure prominently in our defense planning, but they are only one link in an extensive chain of bases that runs through western Europe, northern Africa, and the Middle East. We are spending millions to put the Spanish bases in shape, and that spending is helping to strengthen the land's economy almost as much as the spending that is purely for economic purposes. Spain is benefiting greatly from these funds."

"The Eisenhower administration has been cutting our financial assistance for Europe, a policy which has strong support from the American people. It would not fit in the over-all picture for us to boost economic spending in Spain at a time when we are cutting it down elsewhere."

No Communist Threat

"Another practical point to be considered is this: there is no danger that Spain will go communist. Therefore, we don't need to spend the amount of money in Spain that we have spent in France and Italy, where the native Reds have posed a constant threat to the governments. We have only a certain amount of money available for foreign aid, and it has to be parceled out where most needed."

"We must remember, too, that many French and British people are still hostile to Spain. Their countries suffered great destruction at the hands of the Germans in World War II, and they cannot forget that the sympathies of the Franco government lay with Nazi Germany. If we should

greatly increase our aid to Spain, it might stir up resentment in Britain and France, possibly weakening the anti-communist alliance. We had better keep our aid to Spain on about the present scale."

Even those who oppose further assistance to Spain can readily understand why Spanish leaders desire more help. Deep-seated problems confront the Franco government. Many of these have their roots in the country's geography.

Spain is a mountainous land. Except for Switzerland, it is the highest country in Europe. The snow-capped Pyrenees separate Spain (and neighboring Portugal) from the rest of the continent. Most of Spain is a great plateau, crossed here and there by chains of mountains. The country is about the size of Utah and Colorado combined.

Few nations show more variety, either in climate or in people, than does Spain. Because the mountains

cut the country into compartments, many of the 28½ million people are quite different. They speak their own dialects and have their own traditions and ways of living.

The mountains cut off rain from the interior of the country, and there are frequent droughts. Though most people earn their living by farming, crop production is low. Not only are there frequent droughts, but few farms are mechanized. Wheat, the major crop, is sown, cut, and threshed almost everywhere by hand. Most fields badly need fertilizer. Though Spain plants about the same number of acres of wheat as France does, its crop yield is only about half that of France.

Only a fourth of the farmers own their land. The others work for big landowners for small wages. Besides wheat, crops include sugar beets, oranges, olives, grapes, and nuts.

The lack of rainfall in many areas has its effect on industry, too. Spain has a serious shortage of electricity,

most of which is generated by water power. Electricity has to be rationed during long periods when the streams are low. In recent months, the capital city of Madrid has been without electric current during daylight hours three days a week. In some other parts of the country, power is shut off in daytime nearly the whole week.

The shortage of electric power is hampering economic growth. The country's most important industry is probably the manufacture of cotton and woolen cloth. The paper and chemical industries and food processing plants are also important.

Roads and Railways

Another stumbling block to industrial progress is poor transportation facilities. The railways are in bad shape, and most of the highways are run-down. High transportation costs help push up the prices of products and hold back Spain's trade with other lands. Among the products she sells abroad are fruit, nuts, olives, and iron ore. From other lands she buys cotton, fertilizer, oil, wheat, and machinery. In recent years Spain has bought more than she has sold.

One result of these troubles is widespread poverty. Spain is one of the poorest lands in Europe. Even in skilled jobs, wages may not exceed \$30 a month. A laborer may earn about 50 cents a day. Elementary school teachers receive about \$230 a year. Most young people go to work after finishing elementary school. About a fifth of the Spanish people cannot read or write.

The government is taking a number of steps to meet these problems. A 10-year program has been mapped out to supply irrigation for 1,250,000 acres of dry farmland, now unproductive. Another step in the right direction is the recent construction of a factory where eventually 200,000 tons of fertilizer will be produced each year. The Spanish parliament has been considering how the illiteracy problem can best be tackled.

U. S. economic aid is already being used to strengthen weak areas in the Spanish economy. About 11 million



WITH COASTS on both the Mediterranean Sea and the Atlantic Ocean, Spain occupies a strategic military position in southwestern Europe

dollars of U. S. funds are going to overhaul the railroads. New power plants that use coal rather than water power are being constructed. American aid is also being channeled into highway repair, cement manufacture, and the steel industry.

Our military spending is helping Spain in certain areas. Good progress is being made on installations which U. S. forces would quickly take over in case of war. Air bases are being built near Madrid and Saragossa, and two other fields are planned for the Seville area. Naval depots are being located near Cadiz, and a navy airfield in the area will protect the sea lanes that converge at Gibraltar.

Modernizing Spain

The U. S. activity in Spain is expected to furnish a big impetus to modernizing the country. Protected by mountain barriers, Spain has been more isolated over the years than almost any other nation of its size. Political events of the past 20 years have also contributed to Spain's isolation.

From 1936 to 1939 a bloody civil war was fought. General Francisco Franco emerged as Spain's ruler. Since that time, Franco, aided by the Falange Party, has run the government. No elections for top offices have been held.

Recently, Franco has hinted that Juan Carlos, a member of the Bourbon family which once ruled Spain, may some day take over the Spanish throne. Franco has the power to nominate his own successor, but no one expects him to step aside in the immediate future.

During World War II, Spain did not fight on either side, but the Spanish government openly sympathized with Germany and Italy. After the war ended, the Allied nations maintained a cool attitude toward Spain. The Franco government was not allowed to join the United Nations, nor was she taken into the North Atlantic Treaty Organization.

In the past few years, as the cold war has been stepped up, Franco's long and unyielding opposition to communism has led many to look more favorably on the Spanish ruler. The United Nations has revoked some of its anti-Franco measures, and Spain now has an observer at the world organization. The international scene is brightening considerably for Franco.

What demands immediate attention is the situation within Spain. Franco knows that his country is plagued by serious ills. Spain has a long way to go to catch up with most of the other lands of western Europe, and to become a modern farming and industrial nation. This knowledge is behind the recent Spanish requests for more U. S. aid.



JUAN CARLOS. A future king?



YOUTHFUL CHESS PLAYERS in West Germany give deep attention to the game. Chess appeals strongly to many Germans who like an intellectual contest.

Visiting in Germany

U. S. Student Tells of Summer in West German City

(Many American students go abroad, and many European students visit our country each summer under the sponsorship of organizations seeking to promote better understanding of peoples everywhere. As an American Field Service student, Carolyn Gromer of Elgin, Illinois, spent last summer in West Germany. Some of her ideas of German life are presented below. Student reports on other countries will be published in the weeks ahead.)

LIVING eight weeks last summer with a family in Kiel, West Germany, changed my views tremendously about the German people.

For youth as a whole, I feel sorry. It is saddening to hear of their experiences during World War II, when, one might say, they grew up in bomb shelters in constant fear of an air attack. Many of the young Germans are very serious and appear to be mature beyond their years.

The West Germans have done a remarkable job of reconstruction, but there is still an acute housing problem. Large, inexpensive apartment houses have been built, but it is not unusual to find several families living together. It is considered a luxury for a family to be able to live in a house alone.

Although youth has had to take on heavy responsibilities under such circumstances, one may find pleasure in West Germany. Perhaps sports should be classed as the No. 1 activity, for the German people always have been proud of their athletes.

The boys enjoy soccer, and one often may see the game being played on city streets. Where water is available, as in Kiel, boating is popular. The schools sponsor athletic meets for both boys' and girls' teams, but there is little competition between the various schools within a city.

Movies are popular. There are many American and French films, with the speaking parts given in German. Unfortunately, I felt that German youths base their ideas of Americans on our films—and get a distorted picture of our country and people.

In addition to the movies, the opera and stage plays provide entertainment. Every German youth with whom I talked was well versed in opera.

In Kiel, there was little dating unless two people chose to "go steady." "Dating around" is considered in bad taste until one reaches university age. Young people spend most of their evenings at home with parents.

The majority of Germans go to school for 8 or 9 years. A few pass difficult examinations that allow them to go on to college. Many students turn to vocational schools and learn a trade. Later they become apprentices and work at their trade in a shop or factory.

Courses for high school students include physics, social sciences, English, Greek, Latin, and mathematics. The school week is 6 days for 5 hours a day in Kiel. As a rule, the schools are not coeducational. Boys go to classes from 6 a.m. to 1 p.m., and the girls from 1 p.m. to 6 p.m.

The classrooms are quite formal. There is little discussion of differing opinions, and the students stand whenever the teacher enters or leaves the room.

The West German government is a republic, and has a parliament with two houses, a president, and a chancellor (chief executive). On the whole, I think Germans dislike communism as much as we do, but it is hard to obtain a complete picture of their thoughts and views on politics.

During my entire stay in West Germany, I didn't hear one political debate or discussion about national or international problems. When I asked questions, my friends would try to change the subject. Remembering tragic experiences during World War II under the Nazi dictator, Hitler, a great many Germans appear to feel that it is better to keep opinions to themselves.

"Our doubts are traitors,
And make us lose the good
we oft might win
By fearing an attempt."

—Shakespeare

Crosby Is Right

By Walter E. Myer

ON a radio program, Bing Crosby recently remarked that many young people "nowadays are missing one of life's rich experiences—finding good books, reading them, and telling others about them."

It is understandable that young people, as well as their elders, often have difficulty in finding time for reading these days. Modern life has many distractions, and the radio, television, and movies now offer information and entertainment which once were supplied mainly by the printed page.

Understandable though the situation is, it is also tragic that most people pass up the pleasure and profit to be obtained from good books. One who has discovered the pleasures of reading need never find time hanging heavily on his hands. Without leaving his favorite chair, he may visit the world's great cities, explore the jungles of the Amazon, sail over distant seas, or climb the snow-capped heights of Everest.

Perhaps the greatest benefit of all to be derived from reading is the close relationship that can be achieved with great men of our own time and of the past. By reading biographies of famous people, you may come to know them well. By reading their own words, you may acquire some of their wisdom.

Successful people in all walks of life have attested to the enjoyment and knowledge they have derived from reading. The story of how the young Abraham Lincoln would walk miles to borrow a book has been told many times. Less familiar, perhaps, is a story about Thomas Edison and his experience with books.

As a 12-year-old boy in Port Huron, Michigan, Edison got a job peddling papers, candy, and peanuts on a train. The youth was hungry for knowledge, though, and, on his first trip to Detroit,



Walter E. Myer

he promptly visited the public library.

Never before had he seen so many books. If only he could read them all, he thought, he would know just about everything. So he measured the shelves with a ruler, and resolved to read a foot of books each week! Throughout his life, Edison continued to place great value on books, although he soon learned to select his reading material on the basis of choice rather than mere quantity.

To learn to choose reliable, inspiring, and entertaining books should be one of your important aims during school years. Teachers and librarians will help you find your way about in the world of books, and soon you will be able to navigate on your own. By that time you will be well on your way to acquiring a habit that will give you a lifetime of pleasure and benefit.

Force of Language

"Language is the armory of the human mind, and at once contains the trophies of its past and the weapons of its future conquests."

—Samuel Taylor Coleridge

A Career for Tomorrow - - In Field of Travel

THIS year, well over 500,000 Americans are expected to travel abroad for business purposes or for pleasure jaunts. Another estimated 12 million will take trips on trains, airplanes, and buses in this country. Millions of other Americans will travel in autos this year. All this going and coming means vocational opportunities for travel agents.

Your duties, if you choose this work, will be varied. The term *travel agent* is a rather broad one used to describe the work of people who plan and manage trips for others. In a small organization, one individual may do all the jobs connected with arranging the trips. In a large bureau, though, different jobs are done by different persons.

Salesmen, for instance, make contacts for an agency and try to sell its services. **Itinerary people** actually plan the routes the traveler will take and secure the necessary reservations—accommodations for stopovers, as well as transportation facilities. Travel agencies also employ men and women as **guides**. They conduct group trips.

In addition to these customer-contact personnel, travel agencies and the travel industry in general employ many other kinds of workers. Some men and women are needed, for instance, in travel advertising. Others represent hotels and resorts, rather than the travel agency, and help the agency employes plan package-tours for individuals or groups.

Your qualifications will depend somewhat on the branch of work you

choose in the field. Salesmen, of course, should have pleasing, outgoing personalities and be able to talk easily and convincingly about their firm's services.

Itinerary people must be painstaking and they must be able to keep up with many details. A single mistake



TRAVEL AGENT and customer

can spoil an expensive vacation or an important business trip.

Guides must be friendly and pleasant, and know their routes thoroughly so they can answer questions about objects along the way.

Your training can be obtained while on the job. A college education, though not essential, will provide a very good background for the work. Courses in art, geography, literature, history, and foreign languages are

particularly helpful in this career.

If you go into an agency, you may start as a clerk or stenographer. You can learn a great deal from your regular day-to-day duties. Eventually, you may be sent on a tour in a minor capacity, or you may be given other assignments that require travel. Over a period of time, if you work hard, you can obtain the background of experience you must have to get ahead in this vocation.

Your salary, as a beginner, will not be high. Clerks and stenographers in most agencies start at about \$35 to \$50 a week. Salesmen and itinerary people usually earn from \$300 to \$400 a month. A few managers of large travel offices earn as much as \$10,000 or more a year.

Advantages are (1) the work is pleasant and stimulating; and (2) there are opportunities for you to open a travel office of your own if you have business ability.

The chief disadvantage is that travel is likely to drop off sharply when general business prosperity declines. Hence, the field doesn't offer as much security as you might find in another career.

Further information can be secured from people who work in the travel agencies. Look under "Travel Agent" or "Travel Bureau" in the classified section of your local telephone book. A pamphlet entitled "Jobs in Travel," can be obtained for 5 cents from *Glamour's* Job Department, 420 Lexington Avenue, New York 17, New York.

Study Guide

School Aid

1. Give facts or figures to illustrate the seriousness of our present school shortage.
2. Outline President Eisenhower's suggested program of federal aid for school construction.
3. Set forth the views of people who support this program.
4. What reply is given by those who think the Eisenhower plan doesn't go far enough?
5. Give the arguments used by people who oppose all forms of federal school assistance.
6. What arguments are used to support the general principle of federal aid for the schools?
7. List some present U. S. government activities in the field of education.

Discussion

Do you favor President Eisenhower's school aid plan? If so, tell why. If not, tell what kind of program you would prefer, and explain your position.

Spain Today

1. Outline the terms of our agreement with Spain.
2. How much aid are we giving her?
3. Give the arguments of those who think we should increase our assistance.
4. What views are put forth by those who feel we are giving sufficient aid?
5. Tell how Spain's geography has affected her farm and industrial development.
6. How is the Franco government attempting to meet its problems?
7. In what respect have political events isolated Spain?
8. How has the international scene brightened for Franco in recent years?

Discussion

1. Would you, or would you not, favor more economic aid for Spain? Explain.
2. Do you think Spain should be permitted to join the United Nations and the North Atlantic Treaty Organization? Why, or why not?

Miscellaneous

1. Tell something about the background of Senator Margaret Chase Smith.
2. What are some of the policies Japan's Premier Hatoyama hopes to put into effect now that his party has won an election victory?
3. Which countries shared in the building of the Moslem mosque in Washington, D. C.?
4. Are you for or against the proposed special training for young men 17 and 18 years of age? Give reasons for your answer.
5. How did General Franco become ruler of Spain? What are his plans for a successor?
6. Why is Brazil worried about its earnings from the sale of coffee?

References

- "U. S. School Aid," *Business Week*, February 12, 1955.
 "Our Castles in Spain," by F. George Steiner, *Harper's Magazine*, September 1954.
 "Spain," by Werner J. Cahnman and Alice Taylor, *Focus*, November 1954.

Pronunciations

- Bruno Pontecorvo—brōō'nō pōn'tō-kaw'r'vō
 Falange—fā-lānj
 Ichiro Hatoyama—ē-chē-rō hā-tō-yā-mā
 Juan Carlos—hwān kār'lōs
 Puerta del Sol—pwēr'tā dēl sawl
 Shigeru Yoshida—she-gē'rōō yō-she-dā
 Taiwan—ti-wān

Answers to Your Vocabulary

1. (b) are near; 2. (a) disowned; 3. (a) temporary; 4. (d) every two years; 5. (a) peaceable; 6. (c) accusations; 7. (a) possible; 8. (a) aware.

Historical Backgrounds - - Public Schools

HOW far the federal government should go in aiding the nation's schools has long been a controversial issue (see page 1 article).

Education in the United States began at the community level. The early pioneers on neighboring farms or in a town joined hands to erect a school building for their children. The community provided money for supplies and teachers, and maintained control of its educational program—as it does in large measure today.

States took a hand as the nation grew. Massachusetts passed a law in 1852 making school attendance compulsory. State universities were established, and the states set up requirements that had to be met for teaching positions in all public schools.

Although communities and states provide most of the money for public schools and have complete control over them, the federal government has played a part in their development. In 1785, before our present Constitution went into effect, the Congress of the Confederation set aside 1 square mile of each township (36 square miles) for schools in western territories then open to settlers. The allotment later was increased to 2 square miles.

In 1862, Congress granted a total of more than 11 million acres of federal lands to the states and territories to be used in establishing colleges of agriculture and engineering. Income from sale or rental of the land provided money to run the schools. There are 69 such land-grant schools.

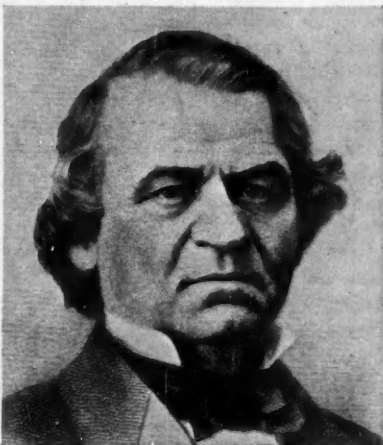
In 1867 Congress set up a federal Department of Education. It is known

today as the U. S. Office of Education, and is a branch of the Department of Health, Education, and Welfare.

The Office of Education has many duties. It collects statistics on schools to show the progress of education. Such statistics on the number of new schools and teachers needed are being used today in the congressional debate over President Eisenhower's school-aid program.

The federal office also supervises the use of certain federal funds for education. It advises state and local school officials and universities. It publishes information on the organization and management of schools and school systems, and on methods of teaching.

In 1917, the year we entered World



ANDREW JOHNSON was President when the U. S. Office of Education was established by Congress

War I, Congress set up a program to promote vocational studies—manual training, home economics, and agriculture. Federal funds were used to help pay for such courses.

During the depression of the 1930's, the federal government took many steps to provide jobs for the millions of unemployed. For instance, the Public Works Administration made loans and grants for school buildings, and their construction gave jobs to many. In 1940 Congress adopted new measures authorizing federal aid for building and maintaining schools.

The famous GI Bill of Rights was approved by Congress in 1944. It provided help to veterans of World War II (and later those of the Korean War) who wanted to finish high school, go to college, or learn a trade.

Since World War II, the federal government also has provided money and food for the states so that hot lunches may be served to school children. Under certain circumstances, the federal government helps overcrowded schools. For example, a school suddenly crowded by children of military families stationed at a training base would be entitled to federal help.

Just how much federal educational programs cost is difficult to state. There may be as many as 300 federal programs administered by different agencies, and not all are listed specifically as educational in purpose. The Office of Education lists 55 basic educational activities in which the federal government has a hand. These cost about \$1,380,000 a year.